Exploring English Major Student Teacher's Perceptions Towards China English

Hanzhi Zheng[✉]

The University of Queensland, St. Lucia 4072, Australia
`hanzhi.zheng@uqconnect.edu.au`

Abstract. Under the background of the English language being "a global language" and "an international language", research evidence in the field of World Englishes (WE) suggests that there is a variety of attitudes toward an emerging English variety in China named "China English (CE)". Recent research focused exclusively on in-service English teachers' and students' perceptions without paying attention to the pre-service Student Teachers (STs). In addition, the perception was studied in a manner that did not consider the varying acceptance of CE in different pedagogical settings. To fill the research gap and further investigate the underlying reasons for such judgement, this study explores the influence of Student Teacher's understanding level of CE on their attitudes as well as studies the acceptance of CE in pedagogical settings. Data were collected through a questionnaire from 75 participants and a subsequent interview with 7 participants. The finding indicates STs' understanding level of CE significantly impacts their attitudes to CE and reveals that acceptance of CE varies across different pedagogical settings.

Keywords: attitude · China English · English language teaching · World Englishes

1 Introduction

With the ongoing intensification of worldwide social relations, the English language consistently enjoys an unparalleled status of being "a global language" [4] and "an international language" [17] due to its advanced dispersal during the British colonial history and the enhancement of American imperialism [16]. English is now spoken in almost every territory of the world, with nearly one-third of the world population capable of applying it in effective communication [5][18]. People with diverse linguistic and cultural backgrounds increasingly use English as a second language in international and intra-national communications [11].

Since the 2008 Olympic Games in Beijing, the consistent growth of English users has led to an increase in the use of English in China. There emerges a new variety of English known as 'China English (CE)' [7][26] that is distinct from the stigmatized translation error 'Chinglish' [13] but incorporates cultural characteristics of China. Scholars feel that developing a localized English variety fosters a sense of ownership among English users

and assists in the projection of national identity in international communication [32][35]. However, there is an inconsistency between the current trend of teaching and learning English as a foreign language (EFL), with standard English being the ideal model [15] and the vision of adding CE into the English language teaching (ELT) curriculum.

To further implement a diverse English pedagogy atmosphere, we require pioneers who are willing to look beyond the traditional English as a Foreign Language (EFL) paradigm. Consequently, English major Student Teachers (STs) are the future English teachers who are currently practising in the field [33]. Their perceptions toward CE will affect future language teaching, influence the future generation and hence ultimately determine whether a form of English is standard in China. Under the English Language Teaching (ELT) paradigm, it is vital to investigate STs' opinions towards CE in order to advocate for a more advanced pedagogy.

This study is concerned with exploring the English major STs' perceptions of CE and their acceptance of CE in different pedagogical settings. Adopting the use of questionnaires and statistical analysis, STs' perceptions of CE and other English varieties are compared horizontally.

2   Literature Review

2.1   China English (CE)

According to Kachru's [20] three-circle model of World Englishes (WE), China belongs to the expanding circle where English is traditionally regarded as a foreign language. With the growing trend of English users worldwide, China has developed the world's largest number of English learners [2][31]. Consequently, the influence of the Chinese language and culture reflects in their English use and forms a series of distinctive features. This phenomenon necessitates the official acknowledgement of this emerging English variety in the Chinese community.

Three existing words in the World Englishes (WE) paradigm characterizing the English spoken by Chinese people are "Chinglish" [19], "Chinese English" [16][26], and "China English (CE)" [7]. The term Chinglish has a social stigma of being "broken English" [13][26] due to its association with "bad translation, misspelling, and blunders" (p. 65) [7]. It is an interlanguage containing incorrect English grammatical forms with a heavy influence from Chinese. In many cases, Chinese English is equated with Chinglish, whereas Ma and Xu defined it as a primitive variety due to "language and cultural contact between 'native' varieties of English and Chinese language and culture" (p. 191) [26], which indicates that Chinese English exemplifies the process of transferring linguistic features and conceptualizing local culture in the Chinese community. China English (CE) is considered a developing variety of WE [7][34] that carries Chinese cultural elements and is free of negative interference from speakers' mother tongues [23]. It is anticipated that CE will eventually receive greater acceptance as a potential standard English variety [10] and may become a teaching model of choice to help raise learners' knowledge of their L1 identity [35].

2.2 Language Attitude

From the perspective of WE, language attitude relates to people's positive or negative attitudes to a particular English variety [1]. People's language attitudes have a role in sociolinguistic phenomena such as language choice [27], and their attitudes towards their own language variations frequently affect that variety's vitality and reflect its social status [25]. Moreover, it is assumed that this attitude plays an even more fundamental part in language learning [1]. In most circumstances, a favorable attitude predicts better language learning outcomes. In order to assist language acquisition and develop an understanding of WE, researchers ran studies analyzing language learners' attitudes towards varieties of English [3][29]. In addition, there are studies that examine the impact of language attitude on the construction of learning motivation and national identity during English-language learning [6][28]. As learners' learning motivation and attitude development are in some way related to the teacher's supervision and are within the instructors' control [12], language teachers' perspectives should also be investigated.

2.3 Attitudes Towards CE and ELT in China

As an English variety emerging in a Chinese sociocultural context, CE naturally carries the Chinese people's identities when using English. With the large population of English learners whose native language is Chinese, this expending-circle variety also seeks the potential of receiving a legitimate status as an English variety, for it has already met the required criteria [35]. However, researchers investigated the college students' and teachers' language attitudes toward CE and found that a positive view toward CE does not guarantee an active practice of implementing it [28][30].

In addition to the effect of the traditional ELT's orientation to a monolingual native-speaker model [9], the uncertain future viability of CE also contributes to this hesitation [8]. Therefore, along with comprehending the perceptions of CE, it is vital to investigate the factors that contributed to the establishment of the perception, as understanding these reasons and STs' concerns can promote a more positive attitude. Recent studies employed interviews with small sample sizes and analyzed participants' knowledge of CE with broad definitions for identifying purposes [16][24]. There is a need to investigate how participants' understanding of CE affects their perceptions. Moreover, certain phrases from past interviews may tend to elicit a favorable response [16][28]. As a result, future question designs should avoid the use of biased questionnaire content.

Lastly, previous research centered on collecting student or in-service language teacher perceptions [14][16]. Student Teachers (STs) with an English major are the pre-service English teachers practising in the field. Their attitude towards China English will influence future language education and serves to mold their students' attitudes, making them the ideal groups to examine. Consequently, to have an in-depth understanding of STs' perceptions of CE, the acceptance of CE in different pedagogical settings is needed to be discussed.

Research Question 1 Does English major STs' understanding of CE affect their perceptions of CE?

Research Question 2 To what extent is CE accepted by English major STs in different pedagogical settings? What are the underlying determinants?

3 Methodology

3.1 Participants

This research was conducted at a university for teacher education in Guangdong province, which is in southeastern China. The recruited participants in this study are 75 random-sampling English major STs. They are pre-service English language teachers who have participated in the field teaching practicums. Participants for the questionnaire session are fourth-year undergraduate and postgraduate English majors aged 22 to 26 (Male = 18.7%, Female = 80%, Others = 1.3%). Seven participants were chosen randomly for the follow-up interview session to explain their questionnaire responses.

3.2 Data Collection

To optimize validity and reliability, this research is based on mix-method approaches, including questionnaires and a follow-up interview. On the grounds of previous studies in the field [13][28], the questionnaire was designed to assess participants' understanding of CE, general perceptions towards CE, acceptance of CE in various pedagogical settings, and the underlying reasons. Following this four-stage questionnaire design, in the first understanding-checking stage (items 1 to 7), the design of multiple-choice questions was based on previous studies' codification of features of CE from aspects of pronunciation, lexical items, syntax, and discourses [7][21]. In the second (item 8) and third stage (item 9), participants' acceptability towards CE was collected in a horizontal comparison of multiple English varieties to avoid tendentious questions. In the final stage (item 10), participants were given an open-end question to introduce key factors that influenced their judgement. The received result was categorized and used as a guide for further exploration with an interview. In this subsequent session, seven participants were selected randomly to explain their questionnaire responses, revealing the reasoning underpinning their attitudinal responses.

3.3 Data Analysis

Statistical Package for the Social Sciences (SPSS) was used to analyze the descriptive data of 75 STs' responses to the 10 items in the four-stage questionnaire. On the basis of their performance in the first stage, participants were divided into two groups: one with an intermediate understanding of CE (scored between 50% to 80%, G1 = 53.3%) and one with an advanced understanding of CE (scored over 80%, G2 = 46.7%). A Shapiro-Wilk test was applied to the data of the two groups' responses to stages two and three to examine whether the ratings were normally distributed. The p-values for the seven items were all smaller than the standard alpha level (p = .05), so it was reasonable to draw a conclusion that the ratings did not follow a normal distribution. Therefore, the Wilcoxon-Mann-Whitney test was employed to investigate the difference between the two groups' responses and evaluate whether there were any significant attitudinal differences between the categories of understanding and acceptability. In the second and third stages of the questionnaire, the mean and medium percentages of the choices in Likert scales were calculated to determine the participants' perception

and acceptability toward CE in comparison with other English varieties. Meanwhile, the difference between participants' acceptability toward CE in various pedagogical settings was discussed.

A thematic analysis was conducted based on the preconceived responses to the fourth stage, previous research findings, and the research questions. To examine the qualitative data, the researcher transcribed the seven interviews verbatim before modifying the anticipated themes. The transcripts were then read line by line, with key points assigned to the pertinent themes. The qualitative data were analyzed to generate a final interpretation of the reasons underlying perceptions.

4   Findings

4.1   Questionnaire Results

Student Teacher's Understanding of China English (Item 1–7). The group categorization is based on STs' performance score in a CE understanding test: less than 60% are considered with a weak understanding, 60% to 80% with an intermediate understanding, and over 80% with an advanced understanding. Compared to former studies in which participants just came across the term, in this study, participants showed a greater-than-satisfactory understanding of CE, as their scores all exceeded 60%. Therefore, STs are divided into 53.3% at an intermediate understanding level (G1) and 46.7% at an advanced understanding level (G2).

Student Teacher's Perceptions of China English (Item 8). Student Teacher's understanding level of China English affects their perceptions. Following the questionnaire design, CE and the other five English varieties are given scores by each respondent regarding whether it should be considered standard. Each score ranges from 1 to 5 points, with the maximum value being 5, whilst the minimum value being 1. Compared with three native English varieties and two Asian English varieties, CE obtained the lowest score ($M_{G1} = 2.73, M_{G2} = 3.43$) regarding whether it should be considered standard (see Table 1, Item 8). Table 1 presents the mean scores given by the 75 participants to the six different English varieties along with standard deviations and median. Generally, STs view CE as the least standard among the listed six varieties. A Mann-Whitney test was adopted to analyze the difference between STs' perceptions of CE with different understanding levels. The result (see Table 1, Item 8) indicates that the mean language attitude towards CE among G1, $M = 2.73$, was statistically significantly lower than that of the G2, $M = 3.43, Z = -2.890, p < 0.01**, r = -0.334$, suggesting a higher understanding may promise a more positive attitude.

Student Teacher's Acceptance of China English in Different Pedagogical Settings (Item 9). Interestingly, the quantitative data revealed an inconsistency between participants' general attitudes and acceptance of CE in specific pedagogical settings when compared with its Asian counterparts (see Table 2, Item 9). Despite being perceived as the least standard, CE received greater acceptance in all pedagogical settings than Singapore English and Indian English (see Table 2, Item 9). STs persisted in believing that native English varieties were more acceptable in English teaching and learning. However,

Table 1. STs' Attitudes toward English Varieties in General.

	G1 N = 40			G2 N = 35					
	M	SD	Mdn	M	SD	Mdn	z	p	r
Item 8.1 Is Indian English standard?	2.83	1.06	3.00	3.49	1.04	4.00	-2.616	0.009**	-0.302
Item 8.2 Is British English standard?	4.35	1.12	5.00	4.51	0.89	5.00	-0.348	0.728	-0.040
Item 8.3 Is Australian English standard?	3.75	0.95	4.00	4.11	1.02	4.00	-1.920	0.055	-0.221
Item 8.4 Is American English standard?	4.15	1.05	4.00	4.46	0.92	5.00	-1.599	0.110	-0.185
Item 8.5 Is China English standard?	2.73	1.01	3.00	3.43	0.85	3.00	-2.890	0.004**	-0.334
Item 8.6 Is Singapore English standard?	3.23	1.07	3.00	3.60	0.85	4.00	-1.591	0.112	-0.184

*** highly significant
** very significant
* significant
(Table credit: Original)

they appeared to show more tolerance to CE than other Asian English varieties, despite CE being regarded as the least standard. Meanwhile, the result of the Mann-Whitney test supported that Student Teachers' higher understanding level of China English is predictive of their greater acceptance of it in pedagogy settings. In all four provided pedagogy settings, G2 expressed greater acceptability to CE, including giving instructions in class ($Z = 2.578, p \leq 0.01**, r = 0.298$), teaching new knowledge in class ($Z = 2.808, p < 0.01**, r = 0.324$), designing assessment materials ($Z = 2.517, p < 0.005**, r = 0.291$), and communicating with students after class ($Z = 3.321, p \leq 0.001***, r = 0.384$). In contrast, there was no significant difference between the two groups' acceptance of other English varieties in different pedagogical settings (see Table 2, Item 9), which supported the impact only observed on perceptions of CE. This feature aligns with the previous findings regarding the effect of CE understanding on STs' general perception. In the meantime, among the four pedagogical settings, both groups expressed the lowest acceptability to CE when designing assessment materials ($M = 2.48$ in G1, $M = 3.14$ in G2) compared to the other three settings (see Table 2, Item 9). Additionally, both groups showed the highest acceptability to CE when communicating with students after class ($M = 2.78$ in G1, $M = 3.71$ in G2) (see Table 2, Item 9). These two statistical features revealed a tendency of greater tolerance for spoken than written forms of China English and greater tolerance after class than during class.

Regarding the reasons and factors underpinning their opinions (see Table 3), most participants (85.3%) believed communication effectiveness to be highly influential, $M = 4.3, Mdn = 4.0$, followed by the teaching content, $M = 4.3, Mdn = 4.0$. Generally

Table 2. STs' Attitudes toward English Varieties in Four Pedagogical Settings.

	G1 N = 40			G2 N = 35					
	M	*SD*	*Mdn*	*M*	*SD*	*Mdn*	*z*	*p*	*r*
Item 9.1.1 Is Indian English acceptable when giving instructions during class?	2.10	1.19	2.00	2.26	1.07	2.00	-0.836	0.403	-0.097
Item 9.1.2 Is British English acceptable when giving instructions during class?	4.40	0.81	5.00	4.23	0.88	4.00	-0.894	0.371	-0.103
Item 9.1.3 Is Australian English acceptable when giving instructions during class?	3.45	0.90	3.00	3.54	0.95	4.00	-0.674	0.500	-0.078
Item 9.1.4 Is American English acceptable when giving instructions during class?	4.38	0.81	5.00	4.29	0.83	4.00	-0.533	0.594	-0.062
Item 9.1.5 Is China English acceptable when giving instructions during class?	**2.50**	**1.22**	**3.00**	**3.20**	**0.93**	**3.00**	**-2.578**	**0.010****	**-0.298**
Item 9.1.6 Is Singapore English acceptable when giving instructions during class?	2.50	1.22	3.00	2.60	1.00	3.00	-0.452	0.651	-0.052
Item 9.2.1 Is Indian English acceptable when teaching new knowledge during class?	2.05	1.13	2.00	2.17	1.01	2.00	-0.695	0.487	-0.080
Item 9.2.2 Is British English acceptable when teaching new knowledge during class?	4.50	0.78	5.00	4.37	0.77	4.50	-1.001	0.317	-0.116
Item 9.2.3 Is Australian English acceptable when teaching new knowledge during class?	3.70	0.91	3.00	3.63	0.91	4.00	-0.090	0.928	-0.010
Item 9.2.4 Is American English acceptable when teaching new knowledge during class?	4.38	0.81	5.00	4.34	0.77	4.00	-0.335	0.738	-0.039

(*continued*)

Table 2. (*continued*)

	G1 N = 40			G2 N = 35					
	M	*SD*	*Mdn*	*M*	*SD*	*Mdn*	*z*	*p*	*r*
Item 9.2.5 Is China English acceptable when teaching new knowledge during class?	**2.53**	**1.09**	**3.00**	**3.26**	**0.92**	**3.00**	**-2.808**	**0.005****	**-0.324**
Item 9.2.6 Is Singapore English acceptable when teaching new knowledge during class?	2.70	1.18	3.00	2.63	1.11	3.00	-0.192	0.848	-0.022
Item 9.3.1 Is Indian English acceptable when designing assessment materials?	1.95	1.22	1.00	2.23	1.17	2.00	-1.268	0.205	-0.146
Item 9.3.2 Is Indian English acceptable when designing assessment materials?	4.48	0.72	5.00	4.34	0.77	4.00	-0.826	0.409	-0.095
Item 9.3.3 Is Australian English acceptable when designing assessment materials?	3.58	0.96	3.00	3.83	0.86	4.00	-1.228	0.219	-0.142
Item 9.3.4 Is American English acceptable when designing assessment materials?	4.38	0.74	5.00	4.34	0.80	4.50	-0.082	0.935	-0.009
Item 9.3.5 Is China English acceptable when designing assessment materials?	**2.48**	**1.12**	**3.00**	**3.14**	**1.03**	**3.00**	**-2.517**	**0.012***	**-0.291**
Item 9.3.6 Is Singapore English acceptable when designing assessment materials?	2.58	1.28	3.00	2.74	1.15	3.00	-0.692	0.489	-0.080
Item 9.4.1 Is Indian English acceptable when communicating with students after class?	2.10	1.26	2.00	2.37	1.29	2.00	-1.021	0.307	-0.118
Item 9.4.2 Is British English acceptable when communicating with students after class?	4.28	0.93	5.00	4.34	0.87	5.00	-0.287	0.774	-0.033

(*continued*)

Table 2. (*continued*)

	G1 N = 40			G2 N = 35					
	M	*SD*	*Mdn*	*M*	*SD*	*Mdn*	*z*	*p*	*r*
Item 9.4.3 Is Australian English acceptable when communicating with students after class?	3.65	0.95	4.00	3.80	1.13	4.00	-1.037	0.300	-0.120
Item 9.4.4 Is American English acceptable when communicating with students after class?	4.38	0.77	5.00	4.34	0.84	5.00	-0.077	0.939	-0.009
Item 9.4.5 Is China English acceptable when communicating with students after class?	**2.78**	**1.21**	**3.00**	**3.71**	**1.05**	**4.00**	**-3.321**	**0.001*****	**-0.384**
Item 9.4.6 Is Singapore English acceptable when communicating with students after class?	2.80	1.32	3.00	2.89	1.23	3.00	-0.295	0.768	0.034

*** highly significant
** very significant
* significant (Table credit: Original)

Table 3. STs' Reasons behind Attitudes

	1	2	3	4	5	*M*	*Mdn*
School policy	2.7%	4.0%	18.7%	41.3%	33.3%	4.0	4.0
Parents' expectation	2.7%	9.3%	21.3%	33.3%	33.3%	3.9	4.0
Students' ability level	2.7%	1.3%	20.0%	37.3%	38.7%	4.1	4.0
Personal language preference	1.3%	8.0%	25.3%	32.0%	33.3%	3.9	4.0
Teaching content	0.0%	4.0%	13.3%	36.0%	46.7%	4.3	4.0
Show friendliness	1.3%	4.0%	24.0%	46.7%	24.0%	3.9	4.0
Communication effectiveness	0.0%	1.3%	13.3%	40.0%	45.3%	4.3	4.0
Cultural identity	0.0%	2.7%	18.7%	40.0%	38.7%	4.1	4.0

(Table credit: Original)

speaking, STs gave each factor approximately similar scores. Thus, a subsequent interview was adopted as a means of triangulation to collect more qualitative data and further investigate the reasons underpinning STs' attitudinal responses.

4.2 Interview Results

The semi-structured interview was guided by research questions and the data in Table 3. The findings are organized according to five main themes: *Teachers, Students, Institutions, Schools, and Society*.

The Teacher's Factors. Three of the seven participants in the interviews cited the teacher's personal background or preferences as the underlying reason for their judgement.

Extract 1: I consider teachers' educational background and their own language proficiency will influence the judgement. For example, their understanding of different English varieties and their ability to apply them. These all make a difference.

Participant 1 pointed out the influence of teachers' personal backgrounds on their views of China English. She noted that teachers' understanding of the English varieties played a role consistent with this study's findings.

Extract 2: My personal preference for British English actually plays a part in my decision. I enjoy watching British TV series, and I am sort of strict about following the English accent and vocabulary use.

Participant 5 cited her personal preference as the primary factor that influenced her selection of English varieties for teaching, providing insight into how teachers' language preferences may influence their acceptance of certain English varieties. These participants highlighted the importance of teacher factors. Also, Participant 6 suggested she would not pay attention to which varieties to use or whether they were acceptable; she simply adopted them at random in her teaching practice. This reflection seems to reveal an absence of an explicit criterion on whether English varieties are acceptable when teacher factors play the leading role.

The Student's Factors. Two participants perceived that their judgement took students' aspects into account.

Extract 3: I will select things that my students like. See if they welcome that variety.

Extract 4: I want to maintain their learning autonomy., motivate them, and they will develop an interest in future language study.

In these two extracts, the participants expressed their concerns about student factors regarding the language preference of students and the development of learning motivation to facilitate more self-directed learning. When asked further about which varieties of English their students prefer, both Student Teachers responded that they prefer a native English variety, such as British English.

The Institutions' Factor. Differing from in-service teachers, Student Teachers need to hold themselves responsible for both their educational institution and their practice school. Participant 1 suggested she followed her supervisor's and mentor's instructions on English varieties. Participant 2 recalled his experience of enrolling in a college course that required an examination of prospective teachers' spoken English. One of the marking criteria was that they must use an American or British English accent. The given requirements from their education institutions seemed to constrain their decision-making.

The School's Factors. Similar to institution factors, two participants also mentioned an aspect of the school's factor — Examination. Student Teachers took care to adhere

to the requirements of a standardized examination and chose native English varieties as models for assessing their students.

The Society's Factors. Six out of seven participants agreed that social perspectives are influential, making them the most often mentioned factor.

Extract 5: We cannot leave alone the social acceptance of that English variety. Not only the parents' expectations… There are also institutional language policies. Well, also what the employers think, etc. Those all influence my decision on which variety to use.

This extract showed that Student Teachers had lots of social concerns. In addition to societal acceptance and language policy, the expectations of employers and parents were also considered. Other participants cited "government policy" (Participant 1), "society's mainstream opinion and acceptance" (Participant 2), and "English varieties used in the macroenvironment" (Participant 6) as social factors that influence their judgement. From their perspectives, social factors played a significant role in their judgement from a variety of aspects.

5   Discussions and Implications

To answer the first research question, we adopted a questionnaire session examining STs' understanding of CE and collecting their perceptions of CE. The data revealed that when compared to other English varieties, CE was still regarded as less standard among its speakers — in this case, future language teachers. This indicates that the collected positive attitudes towards China English in previous studies [16][28] and negative ones [24] may be relative. To precisely evaluate the attitude toward China English, future research can include a cross-sectional comparison with attitudes towards other English varieties. Furthermore, the findings revealed that the STs' understanding levels of CE significantly influence their attitudes towards CE and their acceptance of CE in pedagogical settings. The more accurate the understanding is, the more acceptance is shown. This aligns with the previous research indicating that the attitudes toward CE in pedagogical settings or for pedagogical purposes can sometimes deviate from that in a general context [24].

The questionnaire data also showed that within the teaching field, the acceptance of CE differed in each teaching and learning context. The acceptance of using CE in assignment design was the least, whereas adopting CE seemed the most acceptable when communicating with students outside the classroom. This finding might have been connected to He and Zhang's research [14], which indicated that secondary schools possess a propensity to be stricter with grammar than pronunciation to adhere to Standard English. There may be differences between the optimal spoken and written teaching models in the near future. Meanwhile, the other two settings inside the classroom also received relatively lower acceptance compared to communicating with students outside the classroom. Finally, the majority of STs thought that the effectiveness of communication was the most important factor they considered, which implied their beliefs of CE potentially being less effective in communicating in a pedagogical setting when compared to standard English varieties. This assumption needs further investigation to evaluate whether CE's communication effectiveness is indeed lower and what influence other factors have on attitude formation.

The interview highlighted the various underlying reasons for STs' perceptions of CE. As a distinct group of English language teaching practitioners and trainees still receiving instruction, Student Teachers have a unique perspective on CE compared to their experienced colleagues. Specifically, the responses showed that social factors primarily influence their acceptance of CE in pedagogical settings as they are reserved teachers and carry the social expectation of how the English varieties spoken by the people should be like. Meanwhile, they had much to concern when not entirely in charge of the class and had supervisors and mentors to monitor their teaching practice. Notably, although teaching practice was subject to stringent restrictions, STs maintained flexibility in modifying the model English varieties based on which was most welcomed by their students and best suited to their teaching and learning purposes. In light of the correlation between understanding of China English and acceptance, it is crucial to equip future English teachers with precise knowledge of various English varieties so that they can make the appropriate choices when providing language teaching instructions.

6 Conclusion

This research covers the gap in studying reserved STs' understanding and attitudes toward CE as these factors will eventually affect their students of the new era and thus influence the promotion of CE's status. Participants' attitudinal responses to CE are compared horizontally with other English varieties, and the acceptance of CE in different teaching settings are explored. As we predict, the finding of this research may still show a similar language attitude toward CE as shown in previous research. For the moment, standard Englishes serves as 'a complete and convenient starting point' (p. 220) [22] and should still be set as the major teaching model, whereas CE can be added as part of the model with the systematic codification and implementation [14]. More research can focus on the acceptability of CE in different pedagogic settings.

References

1. Baker, C. (1992). *Attitudes and language.* Multilingual Matters.
2. Bolton, K. (2003). *Chinese Englishes: A sociolinguistic history.* Cambridge University Press.
3. Cargile, A. C. (1996). *Understanding language attitudes: The investigation of an American-Japanese context.* ProQuest Dissertations Publishing.
4. Crystal, D. (1997). *English as a global language.* Cambridge University Press.
5. Crystal, D. (2008). *Txtng: The gr8 db8.* Oxford University Press.
6. Dörnyei, Z., & Ryan, S. (2015). *The psychology of the language learner revisited*. Routledge.
7. Eaves, M. (2011). English, Chinglish or China English? *English Today, 27*(4), 64–70.
8. Fang, F. (2017). World Englishes or English as a lingua franca: Where does English in China stand. *English Today, 33*(1), 19–24.
9. Fang, F. (2020). *Re-positioning accent attitude in the Global Englishes paradigm: A critical phenomenological case study in the Chinese context.* Abingdon: Routledge.
10. Fang, X. (2011). Glocalizing ELT: From Chinglish to China English. *Journal of Language Teaching and Research, 2*(2), 377.
11. Fishman, J. A. (1992). Sociology of English as an additional language. In B. B.

12. Gardner, R. C. & Lambert, W. E. (1972). *Attitudes and motivation in second language learning.* Newbury House.
13. He, D. & Li, D. (2009). Language attitudes and linguistic features in the "China English"debate, *World Englishes, 28*(1), 70–89.
14. He, D. & Zhang, Q. (2010). "Native speaker norms and China English: From the perspective of learners and teachers in China." *TESOL Quarterly, 44*(4), 769–89.
15. Horwitz, E. K. (2013). *Becoming a language teacher: a practical guide to second language learning and teaching* (2nd ed.). Pearson Education.
16. Hu, X. (2005). China English, at home and in the world. *English Today, 21*(3), 27-38.
17. Jenkins, J. (2006). 'The spread of English as an international language: a testing time for testers', *ELT Journal, 60*(1), 42–50.
18. Jenkins, J. (2015). *Global Englishes: A resource book for students.* Routledge.
19. Jiang, Y. (1995). Chinglish and China English. *English Today, 11*(1), 51–56.
20. Kachru, B. B. (1992). Teaching world Englishes. In B. B. Kachru (Ed.), *The other tongue: English across cultures* (pp. 355–365). University of Illinois Press.
21. Kirkpatrick, A., & Xu, Z. (2002). Chinese pragmatic norms and 'China English'. *World Englishes, 21*(2), 269–279.
22. Kuo, I-C. V. (2006). Addressing the issue of teaching English as a Lingua Franca. *ELT Journal, 60*(3), 213–221. https://doi.org/10.1093/elt/ccl001.
23. Li, W. (1993). 'China English and Chinglish.' *Foreign Language Teaching and Research, 4*, 18–24.
24. Liu, H., Zhang, X., & Fang, F. (2021). Young English learners' attitudes towards China English: unpacking their identity construction with implications for secondary leve language education in China. *Asia Pacific Journal of Education.*
25. Llamas, C., & Stockwell, P. (2019). Sociolinguistics. In N, Schmitt & M.P.H. Rodgers (Eds.), *An Introduction to Applied Linguistics* (pp. 146–164). Routledge.
26. Ma, Q., & Xu, Z. (2017). The nativization of English in China. In Z. Xu, D. He, & D. Deterding (Eds.), *Researching Chinese English: The state of the art* (pp. 189–201). Springer.
27. Moyer, A. (2013). *Foreign accent the phenomenon of non-native speech.* Cambridge University Press.
28. Pan, H., Liu, C., Fang, F., & Elyas, T. (2021). "How is my English?": Chinese university students' attitudes toward China English and their identity construction. *SAGE Open, 11*(3), 215824402110382.
29. Sasayama, S. (2013). Japanese college students' attitudes towards Japan English and American English. *Journal of Multilingual and Multicultural Development, 34*(3), 264–278.
30. Wang, W. (2015). Teaching English as an international language in China: Investigating university teachers' and students' attitudes towards China English. *System, 53*, 60–72.
31. Wei, R., & Su, J. (2015). Surveying the English language across China. *World Englishes, 34*(2), 175–189.
32. Wen, Q. (2012). Teaching English as an international language in mainland China. In A. Kirkpatrick & R. Sussex (Eds.), *English as an international language in Asia Implications for language education* (pp. 79–93). Springer.
33. Wiggins, S. P. (1958). *The Student Teacher in Action.* Allyn & Bacon.
34. Xu, Z. (2008). Analysis of syntactic features of Chinese English. *Asian Englishes, 11*(2), 4–31.
35. Xu, Z. (2010). *Chinese English: Features and implications.* Open University of Hong Kong Press.